 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Russell Warren **Lesson #: 6** **Facet:** Organize  
**Grade Level:** 9&10 **Numbers of Days:** 4 days   
**Topic:** Themes, Color, and The World + *The Great Gatsby*  
  
**PART I:**  
  
**Objectives**  
Students will understand that recurring themes are included to not only instill an idea, but give insight to our and the author's world.  
Students will know what formed Fitzgerald's novel and theory on the 'American Dream'.  
Students will be able to relate the themes of the novel to their own world.  
**Product:**iMovie  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Common Core State Standards  
Content Area: English  
Grade Level: 9 & 10  
Domain: Reading - Literature  
Cluster: Integration of Knowledge and Ideas  
Standard #7: Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment.  
**Rationale:**As the cumulative and final assessment of this unit, their iMovie project with assess all of their knowledge gained on *The Great Gatsby*. Students will be expected, using the knowledge of the time period and themes, and their analyses of other film representations, their own presentation of an integral scene from the novel.  
  
**Assessments**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will receive the final product at the beginning of the lesson and will be expected to use it to their advantage. Multiple copies will be given and assessed by the teacher. Also, part of their blog assignments will include Quick Write prompts where the students will think back on their knowledge and express any confusion or insights.  
**Section II – timely feedback for products (self, peer, teacher)**

- There are two rubrics for their product and presentation.  
- Students will fill out a cumulative rubric where they will evaluate all their blog posts for content, clarity, and comprehension.  
- Teacher will provide weekly feedback on the blog posts.  
**Summative (Assessment of Learning):**  
iMovie: Director Baz Luhrmann has been asked to direct the next major interpretation of a major piece of American literature - F. Scott Fitzgerald's *The Great Gatsby*. Recruiting A-list actors like Leonardo DiCaprio, Carey Mulligan, and Tobey Maguire, Luhrmann has already finished much of the major filming and is excited to release the film for the summer season. Unfortunately, he has fallen to director's block. For many of the major scenes in the novel, he is at a loss on how to represent the scenes in his film. He is also looking for an assistant director. Luhrmann has asked multiple young directors - including you - to present their own unique interpretation of a major scene from the novel. He has asked these directors to create and send in these scenes, paying particular attention to the usage of color to represent theme, and an accurate portrayal of the time period. After he views them, he will request a personal interview where the aspiring directors will have a chance to explain their film and justify their choices. If you present what Baz Luhrmann deems to be the most appropriate, intricate, informative, and entertaining scene, it will be included in his film and you will be hired as his personal director's assistant. (25/150)

**Integration**  
**Technology:**  
Students will use iMovie to create their scene. They’ll use the video and audio editing services to enhance the scene. A WebQuest will also be used to instruct the students and provide them with rich resources.  
**Content Areas:**  
**English:** The blogger will be continually checked for proper syntax, grammar, and sentence structure. The students will also be directly relating the information learned in the classroom to their daily experiences, showing application and understanding of the material.  
**Social Studies:** The film will be expected to reference the time period and present the era correctly.

**Film:** Students will be expected to demonstrate a deep knowledge of how to produce and create an effective film scene, and justify their choices.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
While the class watches the film scene, they will fill out the Observation Chart to follow the scenes and get ideas for their final product. Afterwards, they will participate in a Think Pair Share where they will discuss the scenes.  
**Section II – Groups and Roles for Product**  
The final product should be in groups where there is a designated director, storyboarder, and two actors. Beyond that, groups can be as large as students would like. They could even make a class wide film.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** The students will have to look closely at the text of *The Great Gatsby* and dissect the scene so they present a proper representation. They will also be required to explain their decisions.  
**Logic:** A storyboard will be used to form the final project, necessitating logical planning.  
**Visual:** One major facet of the project will be utilizing color in an effective manner, so students will have to master image symbolism.  
**Musical:** Students have the option to utilize music in their iMovie projects.  
**Kinthestic:** Students will move around the classroom through the Think Pair Share, and they have the opportunity to move about while they work on the project.  
**Intrapersonal:** Think-Pair-Share will allow the students to work together and collaboratively come to conclusions.  
**Interpersonal:** Much of the assessment for the project will be the students assessing their work and completion of the rubric. The observation chart will also allow the students to focus on what grabs their attention the most.  
**Naturalist:**  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
As this lesson is about understanding the student's knowledge of the subject and forming a basis for the knowledge that will be the cornerstones of the unit, I will upload all worksheets on the class blog and ask a student that was in class to share their work with the absent student, and urge the students to meet with me / form an email correspondence. In my blog posts will be a review of what occurred in class and links to all videos, etc. we viewed, along with an explanation of their importance. They will also have to finish the same Quick Write blog post as the other students, just on a later deadline.  
  
**Extensions**  
  
**Type II technology:**  
iMovie and weebly enhance the students learning by 1) giving them the tools to enhance their films by using color, just as other representations have, and 2) allow them to follow through the instruction themselves. The blogger is based online using the blogger.com website, or whatever blogging site the students are most comfortable with. This digital record allows the students to look back on their work and revise, and also view other students' blog posts and collaborate on the internet by commenting.  
**Gifted Students:**  
Gifted students can and will be assigned as group leaders, and will receive stronger Quick Write prompts.  
  
**Materials, Resources and Technology**  
Literature copies of The Great Gatsby  
DVD copy of The Great Gatsby  
Laptops  
Projector  
Speakers  
Observation charts  
  
**Source for Lesson Plan and Research**  
<http://www.eduplace.com/graphicorganizer/pdf/observe.pdf> - Observation chart  
<http://blogger.com/> - Blogger  
<http://www.readingquest.org/strat/tps.html> - Think Pair Share  
<http://www.youtube.com/watch?v=U2jh6XkjrHU> - *The Great Gatsby* 1949  
<http://www.youtube.com/movie/the-great-gatsby-1974> - *The Great Gatsby* 1974  
<http://www.youtube.com/watch?v=yNAOHtmy4j0> - 'Dance Craze' Roaring Twenties  
<http://www.youtube.com/watch?v=684n8FO68LU> - To Live in 20s  
<http://www.1920-30.com/> - Snapshot of the 20s  
<http://www.sparknotes.com/lit/gatsby/themes.html> - Themes, Motifs, and Symbols in the novel  
<http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/> - Teaching the Twenties  
gatsbyfilmwebquest.weebly.com - WebQuest  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Room Arrangement: Desks are arranged in pairs.  
  
Day One: The Beginning of the End (80 minutes)

* Hook: View climax scenes from three verisons (the novel, and two film version) (30)
* First Activity: Students will fill out Observation Charts while viewing the scenes (5)
* Quick Discussion: Review observation Chart and introduce final project (10)
* Second Activity: ABCD Whisper activity (25)
* Assignment: Hand out rubrics and tell students to review them. Quick Write blog post – What scene would you like to film? How would you present themes using colors and action, rather than with words? Also list questions, complaints, or any other thoughts you have about the novel and the upcoming unit (10)

Day Two: Action! (80 minutes)

* Hook: As students enter, I will be dressed as a fancy film director, and all students’ chairs will look like directors’ chairs. Get ready to direct! (5)
* Opener: Blog synthesis - The teacher, after viewing the blogs, will lead a class discussion on any common points throughout the blogs, paying special attention to highlighting words specific students said (20)
* First Activity: Assign groups and begin the WebQuest. (35)
* Assignment: Quick Write blog post - Can you think of how color was used in *The Great Gatsby* to say something important, without using words? Describe this example and what Fitzgerald was trying to say. Also list questions, complaints, or any other thoughts you have about the novel and the upcoming unit (10)

Day Three: Project Work (80)

* Opener: Blog synthesis - The teacher, after viewing the blogs, will lead a class discussion on any common points throughout the blogs, paying special attention to highlighting words specific students said. (10)
* Activity: WebQuest and project work. Plan for a Friday class, allow students to work over the weekend. Final product must be uploaded by Sunday at noon. (60)
* Assignment: Fill out the rubric for a second time. Also list questions, complaints, or any other thoughts you have about your final project in the blog. (10)

Day Four: Film Screening (80)

* Hook: Have the room set up as a cinema, have popcorn and comfy chairs and lowered lessons. Students hand in their filled out pre-evaluation rubrics as an entrance ticket, get some popcorn, and take a seat. (5)
* First Activity: Film screening. Teacher should have all film scenes up and ready to show. Students will present their scenes and the entire class will view al film scenes. Will also include a question and answer session. (60)
* Second Activity: Students decide on their favorite scene. (5)
* Final Activity: Student discussion about student scenes and the entire unit. (10)

Students understand that color is widely used as visual representations of topics and themes. After many lessons of learning and building on this knowledge of the twenties, the novel, and the themes, students will produce and show their knowledge in a final product. They will have to create their own professional representation of an integral scene to the novel, and produce an explanation of how their choices affect the ideas and themes of their representation. They’ll compare these using references from the many other film versions and the actual text as well.  
*Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment*. The main hook will have the students view the final scene from *The Great Gatsby* in different mediums, and they’ll have to analyze the choices. Other hooks have the students feel as if they are truly aspiring directors.  
Questions for students to consider:

**Where, Why, What, Hook, Tailors:**Verbal, Logic, Visual, Musical, Intrapersonal, Interpersonal  
  
Students will know why gold, green, and other colors are so important to understanding and representing the novel. The students will create an observation chart to list the different things they notice in the many separate representations of the text, specifically in the final scene of *The Great Gatsby.* They will then utilize the form to create and plan out their own representation. The Think Pair Share activity will be used with each student focusing on one motif in a scene and discussing it with the class. The final project will utilize all the different lessons to have the students create their own representation, giving particular attention to color and theme.  
**Equip, Explore, Rethink, Tailors:** Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal, Naturalist  
  
Students will be able to create a personal example of an integral scene of the novel, highlighting how color and theme relate, through the creation of a professional iMovie. Three days of this lesson is devoted to the work on the product, having the students use a WebQuest to follow through the steps and consider all sides of filmmaking. The activities will help them get a grasp on what they’ll have to do in the lessons and the hooks will engage them and put them into the shoes of a director. Throughout the entire process students will have the rubric to look over, and will actually fill it out three full times as part of their assignment. The teacher will also fill out the rubric, and the other students will provide verbal feedback  
**Explore, Experience, Rethink, Revise, Tailors:** Verbal, Logic, Intrapersonal  
  
Part of their blog assignments will include a Quick Write prompt where the students will think back on their knowledge and express any confusion or insights by responding to content questions. Students will have the assignment to read other students' blogs and respond to them as a peer review. They will also fill out a cumulative rubric at the end of the unit where they will evaluate all their blog posts for content, clarity, and comprehension. Finally, the teacher will provide constant comments and responses to the students' blog posts and present quick syntheses at the beginning of each class.   
**Evaluate, Tailors:** Verbal, Logic, Interpersonal  
  
**Content Notes**  
Students will know…..  
  
This entire unit is based on comparing and contrasting different representations of the same material and content, and figuring out what is successful and what isn’t. The lessons provided a framework for the unit, allowing the students to delve into their understanding of the novel and its themes, as well as learning about the lifestyle and culture of the Roaring Twenties and how that affected Fitzgerald’s novel. Using these as scaffolding for the meat of the unit, they will create a final product compliling all their knowledge in a film representation.  
  
The main content area of the unit and the basis for all of the discussion and knowledge comes from F. Scott Fitzgerald's influential novel [*The Great Gatsby*](http://www.sparknotes.com/lit/gatsby/), written in 1922. In a very condensed synopsis, the plot is shown through the eyes of Nick Carraway, a young man who grew up in the Midwest who is thrown into the gaudy and vivacious lives of extremely rich East Coasters. Living in the fashionable town of West Egg, just outside of New York City, Nick befriends a woman named Daisy Buchanan, a woman of flighty passion, and her husband Tom Buchanan, a man of strength and anger. Throughout this time, Nick constantly hears of a man named Jay Gatsby, a god amongst men who "had one of those rare smiles with a quality of eternal reassurance in it, that you may come across four or five times in life," and was fabulously wealthy. As the novel progresses, Nick, as well as the readers, discover that all of Gatsby's wealth was gained as a facade, so that Daisy would leave Tom and fall in love with Jay. Throughout the novel, color is used to represent [very specific and important themes](http://www.sparknotes.com/lit/gatsby/themes.html" \t "_blank) throughout the novel, most importantly green/hope, gold/wealth, yellow/fallacy, and grey/death.   
  
**Handouts**  
*Product rubric*

*Presentation rubric*

*Observation charts*  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
***Learning Styles***  
  
***Clipboard:*** The observation charts and rubrics will aid those students who need to be able to logically plan out the project for it to run smoothly. They will have access to these through the entire lesson.  
  
***Microscope:*** Students will have to critically think back on past lessons and the scenes they watched to present their own scene with a supported argument on how it presents themes.  
  
***Puppy:*** Throughout class discussion, students' feelings and opinions will be supported and the room will foster positivity and creativity. The blog synthesis will address specific students and praise them, give constructive criticism, or answer questions, all on a personal basis.  
  
***Beach Ball:*** For the beginning, the activities will be short and fast-paced. The project work will be allowed to be done anywhere in the school and in any fashion.  
  
***Rationale:*** To plan for a successful product, students will have to plan it out on storyboard and consider past learning to create a truly impressive piece. Students will constantly meet with the teacher and will be moving around the classroom in an engaging, fun environment.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** Students will fill out an observation chart, participate in a Think Pair Share activity, and constantly fill out the project rubrics as they work.  
  
***Summative:*** Students will create a representation of an integral scene from the novel *The Great Gatsby.*  
  
***Rationale:*** The formative assessments are used to remind students of knowledge learned and to build it up so they can begin work on their products. Early drafts of the rubrics will be filled out and assessed by the teacher to give them an idea of the work being done and comparison to the final rubric. The summative assessments combines all the knowledge they’ve learned and asks them to create a professional and effective scene that pays close attention to the relationship between colors, themes, motifs, and characters.  
  
***Rationale:***  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(See Content Notes)  
  
***MLR or CCSS:****Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment*  
Common Core State Standards  
Content Area: English  
Grade Level: 9 & 10  
Domain: Reading - Literature  
Cluster: Integration of Knowledge and Ideas  
  
***Facet:***  Students will be able to describe how creators use color to represent theme.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
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**Logic:** A storyboard will be used to form the final project, necessitating logical planning.  
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**Interpersonal:** Much of the assessment for the project will be the students assessing their work and completion of the rubric. The observation chart will also allow the students to focus on what grabs their attention the most.  
**Naturalist:**  
  
***Type II Technology:***  
iMovie  
  
***Rationale:***  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** The entire lesson will require students to think abstractly on the material and understand the content. The best way to do this is through fun. Students will have the opportunity to create their own unique representations information they learned by creating a film scene. Student interaction will also be fostered, students having the ability to work with others to discuss ideas and come to conclusions.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Students will use movie making software like iMovie or Windows Movie Maker to enhance their film scenes by using audio and video editors to create effects that add to the meaning behind the action.